

WALTER SISULU UNIVERSITY

FINANCIAL AID APPLICATION FORM

2014 ACADEMIC YEAR

CLOSING DATE (currently registered students): 30 SEPTEMBER 2013

CLOSING DATE (first time entrants to WSU): 30 NOVEMBER 2013

NO LATE APPLICATIONS WILL BE ACCEPTED

PLEASE NOTE:

- Only South African students currently registered (continuing students) or students applying for admission (first-year students) can apply for financial aid.
- If you provide incorrect or false information on this application form, you will be disqualified and you will forfeit your NSFAS Loan.
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- Only original application forms will be accepted and should be submitted at any one of the four campus Student Financial Aid Services Offices. Students may apply online (check www.wsu.ac.za for details) but will still need to submit copies of required documents.
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**Niamh Darcy,Chris Kelley,Eileen
Reynolds,Gordon Cressman,Wm. Perry
Killam**

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An Electronic Patient Referral Application: A Case Study from Zambia Niamh Darcy, Chris Kelley, Eileen Reynolds, Gordon Cressman, Wm. Perry Killam, 2010-03-30 Electronic medical records EMRs benefit health systems especially in low income developing countries EMR systems can give medical personnel access to patients records and can reduce time needed for data management and record keeping The report discusses the design implementation and results of an installed electronic perinatal patient referral system supporting health personnel who referred patients through a closed network Web based system in the Lusaka health district in Zambia It demonstrates how the patient referral module laid the groundwork for a larger EMR system Web-Based Education: Concepts, Methodologies, Tools and Applications Management Association, Information Resources, 2010-02-28 This comprehensive collection offers a compendium of research on the design implementation and evaluation of online learning technologies addressing the challenges and opportunities associated with the creation and management of Web based applications and communities instructional design personalized learning environments and effective educational delivery Provided by publisher *Transforming Universities in South Africa*, 2020-08-31 The idea of transformation in higher education underpins all policy documents academic literature and on going debates in South Africa Transforming Universities in South Africa Pathways to Higher Education Reform responds to the pressing need to comprehensively review the post apartheid experience and assess where South Africa s higher education stands across the continent and globally particularly within the country s efforts to overcome decades of socio economic imbalances It addresses the question of whether South Africa s transformation strategy from apartheid to democracy was simply a symbolic new flag raising and new anthem singing exercise reflecting a transition akin to those limited decolonization projects elsewhere in the world or whether something more fundamental was possible and was achieved with political and policy implications for other countries in Africa and globally This volume s ultimate purpose is to provide a basis for imagining new futures in which South Africa higher education in the context of Africa and the global world takes centre stage Ntsikelelo's Dream Catcher Ntsikelelo Goodman Ndesi, 2020-01-01 This is an inspirational true story extolling the power of a dream The perception of the world with its endless possibilities Regardless of the circumstances and the challenges honest living accomplishes the truest most well deserved victory Identification of self worth is key to a peaceful approach to life and perseverance and the practise of patience can prove to be very rewarding Time rewards tons in the presence of the future Local economies and pandemics: Marius Venter, Chané de Bruyn, 2023-12-14 The outbreak of the global COVID 19 pandemic has presented unprecedented challenges to both developed and less developed local economies The aim of the book is to uncover the best practises in responding to a pandemic from global perspectives as well as from a trans disciplinary point of view Scholars from various spheres in arts culture education health environment business and the public sector present their perspectives on the impacts responses and consequences for local economies and communities As

a fundamental part of LED the arts culture education health environment business and the public sector domains were some of the hardest hit by the pandemic The pandemic has certainly exposed the weaknesses of current development policies and calls for new innovative measures in developing resilient local regions This book will form an essential part of the development series of CENLED as it offers insight into how a global pandemic COVID 19 impacted LED in the global North and Global South and the different responses from different spheres

Scaffolding work-integrated learning excursions Adri Du Toit, Neal Petersen, Iman C. Chahine, 2025-02-28 In South Africa work integrated learning WIL excursions are crucial in preparing university students for the world of work As higher education institutions HEIs evolve to promote equity and inclusivity these excursions are continuously refined to enhance student learning outcomes This scholarly book explores how WIL excursions support self directed learning SDL and foster skills essential for the 21st century such as active learning intercultural sensitivity and epistemological access A key focus is on the 2023 WIL excursions at North West University NWU which align with South Africa's National Development Plan 2030 and the University Capacity Development Grant's UCDG goal of equipping graduates to address contemporary societal challenges The book examines first year excursions across three faculties Education Health Sciences and Law using both virtual and in person experiences to develop intercultural citizenship communication and a sense of belonging Through research based insights the chapters highlight how these excursions were designed and implemented to help students recognise personal biases deepen cultural awareness and take responsibility for their own learning Additionally the book underscores how students were encouraged to identify their learning needs and access resources that promote ongoing self directed growth By linking WIL to SDL the book provides novel perspectives on fostering inclusivity and preparing students for their academic journeys professional careers and contributions to a more socially just world

Azibuye emasisweni Zethu Cakata, Nompumelelo Z. Radebe, Mogobe B. Ramose, 2023-06-28 African knowledge is yet to fully contribute to spaces of learning because of the disciplinary boundaries founded on Western separatist logic From an African epistemology knowledge is interconnected because of the cosmological understanding that the universe is one entity Bringing African knowledge into the academy requires a concerted effort to bring it of its own accord There have been commendable efforts by scholars in South Africa to bring African knowledge to higher education in ways that do not alter or re shape this knowledge to suit the dominant Euro American script This book aims to showcase such efforts This book makes interconnections of themes across disciplines The content produced in this book will ensure that literature will anchor the noble efforts to build African universities that deliberately centre African ways of knowing This book will be among the few publications that focus on Africanisation and decolonisation of knowledges as praxis We anticipate that this book will be recommended in various disciplines of social sciences in South African universities

Self-Directed Learning (Prof.) Elsa Mentz, Charlene du Toit-Brits, Jean Henry Blignaut, Elize Vos, 2024-12-20 This scholarly book provides an in depth analysis of self directed learning SDL within contexts of curriculum praxis and

scholarship The book presents original research from multiple authors which provides diverse perspectives and methodologies for enhancing understanding of SDL It primarily focuses on incorporating SDL into curriculum development and emphasises the significance of scholarly research in designing effective curricula The book explores the integration of technology in learning and adapts instructional strategies to meet the evolving demands of higher education and school environments Inspired by constructivism socio constructivism and context based learning theories the text presents practical strategies for educators Key topics include the implications of artificial intelligence strategies for reducing procrastination fostering SDL in homeschooling enhancing SDL attributes preparing teachers for self direction facilitating curriculum transformation and incorporating indigenous knowledge The book also covers teaching climate change education and integrating educational robotics Self Directed Learning Curriculum implementation praxis and scholarship in context is invaluable for scholars and researchers in education providing empirical findings and practical insights to inspire further research It aims to equip learners with 21st century skills preparing them for the challenges of the Fourth Industrial Revolution

Corporate governance practices promoting the sustainability of small, medium and microenterprises in South Africa Medicine Magocha, Martha Matashu, 2025-02-21 Corporate governance practices promoting the sustainability of small medium and microenterprises in South Africa critically examines the intersection of corporate governance and the sustainability of small enterprises Addressing a significant gap in the literature this scholarly work explores whether and how corporate governance frameworks enhance the long term viability of small medium and microenterprises SMMEs Through rigorous analysis each chapter contributes unique insights to the ongoing discourse offering scholars a comprehensive understanding of governance mechanisms that foster resilience and growth in the SMME sector

Innovative curriculum design Neal Petersen, Adri du Toit, Elsa Mentz, Robert J. Balfour, 2023-09-29 The focus of this book is original research regarding the implementation of problem based learning and pedagogies of play as active approaches to foster self directed learning With the Fourth Industrial Revolution 4IR in mind educational institutions need to rethink teaching and learning for the future As such active engagement can be encouraged as evident in this book where problem based learning drives learning through real world problems while pedagogy of play focuses on innovative environments where the action of play and learning are integrated with the aim of developing SDL The following are addressed in the chapters an overview of problem based learning and pedagogy of play metaliteracy playful problem based learning tasks computational thinking in game based tasks and geometry solving puzzles applying LEGO using drama as the pedagogy of play and implementing educational robotics The empirical research findings disseminated in this book aim to inspire academics in the research focus area of self directed learning with active learning approaches in the school and tertiary classroom that hold affordances to enhance 21st century skills Active learning is an umbrella term for pedagogies that mainstream student engagement such as problem based learning cooperative learning gamification role play and drama This scholarly book highlights various

engaging pedagogies *Evaluation as a mechanism to foster an equitable society in the Global South* Steven Masvaure, Takunda Chirau, Tebogo Fish, Samukelisiwe Mkhize, Candice Morkel, 2025-02-24 This scholarly book is Volume 2 of a duology that seeks to stimulate conversations among development evaluators commissioners of evaluations and development programme decision makers about the role of evaluation in addressing inequality and fostering an equitable society in Africa The book chapters explore the following questions 1 Take stock of what we know about inequality what inequality is in the African context and how does it affect the lives of the citizens of African countries 2 What does equitable evaluation mean How can the concept of equitable evaluation be adopted in evaluation practice 3 What lessons can be learnt from evaluations of interventions that address inequality at various levels sectoral programmatic and project levels 4 What epistemological transformation in evaluation practice is needed to achieve an equitable society and 5 How have issues of inequality manifested within evaluation practice through organisations institutions and international development This book's target audience is academics engaged in the field of developmental programmes in sub Saharan Africa **Equitable Evaluation** Steven Masvaure, Takunda J. Chirau, Tebogo Fish, Candice Morkel, 2024-02-09 The World Health Organization WHO defines equity as the absence of preventable or remediable disparities among various groups of individuals regardless of how these groups are delineated whether by social economic demographic or geographic factors The goal of equity is to eliminate the unfair and avoidable circumstances that deprive people of their rights Therefore inequities generally arise when certain population groups are unfairly deprived of basic resources that are made available to other groups A disparity is unfair or unjust when its cause is due to the social context rather than biological factors Equitable evaluation contends that conducting evaluation practices with an equity approach is more powerful as evaluation is used as a tool for advancing equity It emphasises that context culture history and beliefs shape the nature of evaluations specifically in the diverse and often complex African reality Equitable evaluation can render power to the powerless offer a voice to the silenced and give presence to those treated as invisible Evidence from various sources shows that inequality is prevalent on the African continent hence the need to focus on evaluative solutions that address the structural issues that contribute to the different forms of inequality such as economic political and social inequality Despite a plethora of development interventions on the African continent a large proportion of the population on the continent is still lacking access to basic goods and services for survival The effectiveness of developmental programmes in sub Saharan Africa has been elusive to the extent that minimal inroads have been made in addressing key challenges such as poverty inequality and the effects of climate change This scholarly book aims to invigorate academic discussions surrounding developmental programmes with the goal of generating insights that can be utilised by evaluation commissioners and decision makers to help address inequality and promote a more equitable society in Africa through improved evaluation processes **The Great Gatsby meets Alain Badiou** Ursula Vooght, 2023-12-21 The subject of this book is a consideration of the usefulness of the concept of fidelity put forward by the

philosopher Alain Badiou in the discussion of film adaptation Fidelity or faithfulness is primarily a consideration that emerges in relation to so called canonical texts in adaptation Fitzgerald's *The Great Gatsby* occupies a position of global recognisability and within the United States cultural mythology that has triggered strong reactions to the four Hollywood adaptations The various adaptations allow for the differing approaches to the adaptation of this novel to be meaningfully explored The film adaptations paratextual elements will be discussed in order to show how these acted as limiting lenses The strategies of the films for handling elements of Fitzgerald's prose and themes will be compared across the adaptations This will culminate in an assertion of the worth of a larger application of a Badiouian fidelity within the field

Diverse educational contexts and research on metacognition and motivation to enhance self-directed learning Bernadette Geduld, Byron J. Bunt, Divan Jagals, 2025-02-17 This scholarly book explores the latest education research on metacognition and self directed learning providing practical insights for educators and students As the thirteenth volume in the NWU Self Directed Learning Series it focuses on developing metacognitive skills to enhance self regulation motivation and independent thinking key competencies for success in the 21st century Metacognition plays a vital role in learning helping students plan evaluate and self assess their progress Research shows that students with strong metacognitive strategies achieve better learning outcomes apply knowledge effectively and persist through academic challenges This book offers evidence based teaching strategies to support the development of self regulated learning and motivation in diverse educational settings It examines teaching behaviour and instructional methods that foster metacognitive growth in both basic and higher education With a particular focus on the South African education landscape it extends research in cognitive developmental and applied psychology Researchers and educators will find practical approaches for integrating metacognition into various disciplines making this book a valuable resource for both undergraduate and graduate education programmes

Factors impacting African women's doctoral success Lifutso Tsephe, 2023-12-20 With the knowledge economy playing such a critical role in global economic development increasing the number of Doctor of Philosophy degree PhD graduates in higher education institutions worldwide has been imperative The knowledge economy emphasises the importance of critical thinkers and researchers as doctoral education cultivates thinkers and researchers and equips them to participate in development African identifying females account for 30% of doctoral graduates in sub Saharan African countries even when PhD education is viewed as an entry into academia and a gateway to careers in research and other disciplines There is a paucity of research regarding PhD graduates who are specifically women in Africa as a result there is little information about their attributes to success in PhD studies what opportunities and freedoms they have and what challenges they face during their PhD journey along with their motivation to overcome these challenges so that they can achieve their goals It is essential for women in Africa to complete their PhD education to contribute to the development of their countries as some scholars believe no nation can grow without women's participation Thus modern civilisation is the result of males and females cooperating in modern

society Even though some women complete their PhD studies there is scant research on what strategies enabled their success Instead the reasons for their attrition are known This book aims to contribute to PhD education scholarship specifically for women in Africa It allows women in Africa to narrate their PhD experiences through resilience theory and the capabilities approach lenses

Envisioning a promising Africa from diverse perspectives Cheryl Potgieter,Vimbai Chibango,Lifutso Tsephe,Imraan Buccus,2025-06-24 This scholarly book delves into the critical developmental challenges Africa faces in striving to achieve the United Nations sustainable development goals SDGs and the African Union s Agenda 2063 The Africa We Want Adopting a multidisciplinary approach the book disseminates novel inquiry on interconnected themes spanning gender equity social transformation and health development Aligned with Agenda 2063 s seven aspirations the book highlights Africa s shared goals for prosperity unity free citizenship and empowerment particularly for women and youth Chapters critically examine barriers to achieving these aspirations offering local regional and global perspectives on systemic challenges The first theme social cohesion and transformation examines issues like institutional reform in Nigeria s education sector and the marginalisation of African migrants The second theme gender injustice in education and science explores topics such as gender gaps in doctoral programmes resilience among black academics and cultural stereotyping in teacher education The final theme health and development focuses on resilience nutrition and the gendered impacts of the coronavirus disease 2019 COVID 19 With contributions from leading African scholars this book provides a critical analysis of systemic obstacles and proposes pathways for meaningful progress Envisioning a promising Africa from diverse perspectives is essential for academics and researchers and is a call to action to confront the barriers impeding Africa s sustainable development goals

Enhancing effective public sector governance Audrey H. Legodi,Philna Coetzee,Lourens Erasmus,2025-04-23 Audit committees are formed to provide impartial advice on matters of governance risk management internal controls and audits performance management compliance and financial reporting It is alarming to see communities deteriorating as a result of poor municipal services despite the fact that existing audit committees serve as independent advisory boards Accountability is key to the success of municipalities individuals opposing the implementation of improved service delivery should be held accountable This book examines the obstacles that hinder audit committees from effectively executing their duties giving a thorough analysis and resolutions to the South African service delivery crisis The book s use of the IQA method reveals overlooked variables that South African municipalities and audit committees must contemplate This methodological contribution results in the construction of a literature framework to substantiate the focus of the study through the identified themes This book offers guidelines for municipal audit committees on executing their roles successfully and ethically It also practically equips regulators including the National Treasury provincial treasuries CoGTA and SALGA with measures to enhance the efficacy of audit committees Professional bodies and Best Practices Guidance bodies may augment their standards and ethical codes to guide members serving on audit committees

The Global South

and comparative and international education Charl C. Wolhuter ,2023-04-30 This book proposes and unpacks the construct Criticism against Northern Hegemony in the scholarly field of Comparative and International Education as bringing together a number of related strands in the field and as showing a promising future trajectory for the evolution of the field namely the affirmation of the Global South This construct captures a significant amount of what leading scholars in the field of Comparative and International Education are currently engaged with It also expresses a view of both the current epoch of education as well as of the societal contextual imperatives shaping education Criticism against Northern Hegemony in the field comes to the fore in a number of related strands in the current discourse in the field This scholarly book originates from the Research Unit of Human Rights Education in Diversity at North West University South Africa where the author is affiliated The book is grounded in the Creed for Human Rights From this perspective the book advocates for a new phase in the historical development of the field with a focus on advancing the affirmation of the Global South as a central moral foundation The author envisions that this shift will represent a significant advancement in Comparative and International Education propelling it to an unprecedented stage of value and importance

The 4IR and the Humanities in South Africa Bhaso Ndzendze ,Asheel Singh ,Suzall Timm ,2024-05-28 The world is at a crossroads because of industrial change compounded by a global pandemic Humanities and social science education is grappling with the meaning of this change to the effect that there have been some anxieties and misguided perceptions about the irrelevance of the humanities in this emerging new world With the emergence of new technologies this book highlights the indispensable centrality of humanity and the humanities going forward The book will provide a reference point for new and innovative approaches to the humanities in the 4IR in South Africa and Africa Its diverse content means that it will be useful across the humanities and social science spectrum

Social work in the 21st century (Prof.) Mogomme A. Masoga,Allucia L. Shokane,Annaline Keet,Varoshini Nadesan ,2024-12-30 This scholarly book Social work in the 21st century Scholarship and praxis reimagined towards vulnerability is the third volume in the Knowledge Pathing Multi Inter and Trans Disciplining in Social Sciences book series Chapters were invited from contributing authors who are involved in social work practice and education and who are dealing with the issues of poverty inequality and vulnerability in these fields The focus of the book emanates from the main conference theme and sub themes of the ASASWEI Association of South African Social Work Education Institutions conference held in 2021 The theme of the conference Pandemics poverty inequality and disability Social work in the 21st century provided an opportunity for deep deliberation knowledge exchange and skills development on how vulnerable communities already on the economic margins of society due to poverty and inequality are further marginalised during significant societal disruptions such as the coronavirus 2019 COVID 19 pandemic It is these deliberations which culminated in this book Drawing on the papers presented the chapters promote knowledge and skills around vulnerabilities in our social context and how the social work profession is challenged to interrogate its role in addressing the persistent challenges of

poverty and inequality that keep people on the peripheries of human development The target audience for this book is primarily academics engaged in the field of social work and related fields

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